

School:	Student:	Date:
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STAGE OF SCHOOLING:	ES1 <input type="checkbox"/>	S1 <input type="checkbox"/>	S2 <input type="checkbox"/>	S3 <input type="checkbox"/>
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PERSUADING

Purpose: to persuade by arguing one (or both) sides of an issue.

The following assessment tasks provide students with opportunities to demonstrate their understanding of a persuasive text and to produce a persuasive text (either discussion or exposition) in a meaningful context.

Teachers should listen for the following common grammatical features of explanation related to the task selected:

- general nouns e.g. uniforms, rules;
- relating verbs e.g. bike-riding is dangerous;
- thinking verbs, e.g. feel, believe, hope;
- additive, contrastive and causal connectives, e.g. similarly, on the other hand, because, so;
- detailed noun groups, e.g. the dumping of unwanted kittens;
- varying degrees of modality, e.g. perhaps, must, should, might;
- adverbials of manner, e.g. deliberately, selfishly;

Assessment Tasks <i>Select tasks to meet the student's stage of schooling and level of language ability.</i>		Transcribe student's text here or add comments to indicate strengths and needs.
	<p>Student rank-orders items in order of importance (e.g. what I need for school) expressing personal opinions and justifying choice. (Receptive)</p>	
	<p>Student groups a range of items - e.g. foods, TV shows, animals, games, etc. into likes and dislikes, stating reasons for preferences. (Productive)</p>	
	<p>Student re-states opinions presented in an oral discussion – e.g. a classroom or school issue such as “No hat, no play” policy. (Productive)</p>	
	<p>Student gives points either agreeing or disagreeing with a line of argument e.g. “Students are given too much homework.” (Productive)</p>	
	<p>Student gives two or three arguments on a familiar topic (depending on what is topical for the student). (Productive)</p>	